DOCUMENT RESUME

ED 288 676 RC 016 484

AUTHOR Barabe, Rosemeri; And Others
TITLE PATHWAYS: An Adult Basic Skills Reading Workbook, Level II. Teacher's Guide.
INSTITUTION Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS AGENCY Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE 87
GRANT G008420037; G008610079
NOTE 46p.; For related documents, see ED 254 362 and RC 016 482-493.
AVAILABLE FROM Affiliation of Arizona Indian Centers, Inc., 2721 North Central Avenue, Suite 814, Phoenix, AZ 85004 ($4.95 plus shipping and handling).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Adult Basic Education; Adult Reading Programs; American Indian Culture; *American Indian Education; American Indian Literature; *Course Content; Course Objectives; Reading Comprehension; Reading Instruction; *Reading Skills; Sequential Approach; Study Skills; Supplementary Reading Materials; *Teaching Methods; Tribes; Units of Study; Vocabulary Skills; *Word Study Skills; Writing Instruction; Writing Skills
IDENTIFIERS Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

ABSTRACT

Written to accompany the Adult Basic Education (ABE) Level II reading skills workbook of the PATHWAYS Curriculum, this teacher's guide contains brief explanations of the various skills presented in the workbook, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials that may be used to supplement the exercises. Lessons are grouped under the unit topics of word analysis, vocabulary, comprehension, and study skills. Units contain a total of 19 lessons, each addressing a specific skill such as consonant blends and diagraphs, compound words, identifying the main idea, and using the dictionary. The teaching strategies for each lesson include ways to clarify information for students, provide additional practice, and facilitate participation in group activities. The preface describes the organization of the series of six ABE reading and writing workbooks stressing that the books provide a sequential, systematic approach to adult basic education and contain material based on the culture of Indian tribes of the Southwest. (JHZ)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED288676

# PATHWAYS

## An Adult Basic Education Reading Skills Workbook

## Level II

# Teacher's Guide

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Joy Hanley

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC016484

# PATHWAYS

## AN ADULT BASIC SKILLS READING WORKBOOK

## LEVEL II

## TEACHER'S GUIDE

Rosemeri Barabe
Curriculum Specialist

Laurie Polhill
Curriculum Writer

Ollie M. Lovett
Director, Planning Project

1987

Adult Education Program
Affiliation of Arizona Indian Centers, Inc.
Phoenix, Arizona

This book was made possible through
a grant awarded by the U.S. Office
of Education under the Indian Education
Act, Title IV, Part C.

C O N T E N T S


**Acknowledgements** iv

**Preface: To the Teacher** v

**Key to Supplemental Materials** vii

**UNIT I: WORD ANALYSIS**

Consonant blends and digraphs 3

Vowel digraphs and diphthongs 5

Root words and word endings 7

Prefixes and suffixes 10

Contractions with not 12

Contractions (other than with not) 13

Aplhabetizing to three letters 15

Unit I Post-Test: Word Analysis 16

**UNIT II: VOCABULARY**

Sight word vocabulary 19

Compound words 20

Context clues 22

Synonyms and antonyms 23

Unit II Post-Test: Vocabulary 25

**UNIT III: COMPREHENSION**

Following directions 29

Sequencing in narration 30

Identifying the main idea 32

Recognizing supporting details 33

Drawing conclusions 34

Identifying cause and effect 35

Unit III Post-Test: Comprehension 36

**UNIT IV: STUDY SKILLS**

Use of dictionary 39

Reference skills 40

Unit IV Post-Test: Study Skills 41

## ACKNOWLEDGEMENTS

Sincere appreciation is extended to the following staff who contributed to the development of this book: Joy Hanley for overall direction: Katherine W. Arviso and Doreen Duncan, for editing and coordinating the final printing of the book; Robi Salazar for technical assistance; Violet McIntosh and Elizabeth Cruz for typing final version; Vina Montour for typing first draft and Ken Duncan for his artistic ability in providing the art illustrations. Special thanks go to all those who had a part in getting this book published.

## PREFACE TO THE TEACHER

The teacher's guide was developed to facilitate the teaching/learning process. The guide corresponds to the ABE student workbook and may be used as the answer book as well as a reference manual. It is comprehensive in that it contains concise explanations of the various skills presented, suggested teaching strategies, answers to workbook exercises, and a list of available commercial materials with specific pages cited. These materials may be used to supplement the exercises in the workbook.

Following is a brief summary of what is to be found in the reading and writing workbooks and how they are organized:

**ABE reading and writing workbooks.** The content material of the books are culture-based and provide a sequential, systematic approach to adult basic education. Utilizing Southwestern Indian myths, legends, history, and information on religious beliefs, architecture, fine arts, and social practices, the student workbooks present well-researched information about the rich heritage of Indian culture of the Southwest. The nature of the materials makes the curriculum unique and offers adult educators an alternative approach. The aspect of cultural relevance creates interest, curiosity and a sense of self-pride.

There are six student workbooks, three each in reading and writing, covering three levels of readability. The corresponding grade levels of the workbooks are listed below:

| LEVEL | EQUIVALENT GRADE | READABILITY |
|---|---|---|
| I | 3rd | 2.7 - 3.9 |
| II | 4th | 3.5 - 4.9 |
| III | 5th | 4.5 - 6.0 |

Readability formulas have been applied to all selections to ensure the appropriate level of difficulty.

The lessons in the workbook are arranged so that each lesson instructs a skill. The lesson begins with an information presentation section wherein the particular skill or concept is explained to the student and examples are provided. Next, exercises requiring application of the skill or concept presented are provided for the student.

All related, individual skills are presented in the workbooks in units. Individual lessons in a unit should be completed in sequence, since the later lessons are based on concepts presented in previous lessons.

At the end of each unit, a unit test has been included in the student workbook to enable the teacher to measure the student's mastery of the skills contained in the unit and to let the student know of his/her progress. It is recommended that a student receive a score of at least 75% on each lesson before proceeding.

To help the student with word usage and increasing his/her vocabulary, a glossary has been included at the back of each workbook covering all literary, grammatical and technical terms used.

- - - - - - - - - - - - -

Other information available to the teacher and program directors come in two separate handbooks. They are entitled: "A Continuum of Reading and Writing Skills" and "Implementation Handbook."

The **Continuum** is a master list or framework of PATHWAYS Curriculum covering the ABE and Pre-GED levels. It contains a scope and sequence of reading and writing skills. It identifies those skills which should be introduced at each grade level and indicates the order of presentation. It may be used by the teacher for planning instruction for individuals or groups.

The **Implementation Handbook** is a guide for teachers to use the curriculum materials for maximum results by knowing the essential elements of adult education. The handbook contains information on Understanding the Native American Learner (including learning styles); Overview of Curriculum Components; Diagnosis, Evaluation, and Placement; Effective Teaching; Classroom Management; and Recordkeeping.

## KEY TO SUPPLEMENTAL MATERIALS

| | |
|---|---|
| SB | Skill Booster, Modern Curriculum Press |
| SB:BWP | Skill Booster: Building Word Power, Modern Curriculum Press |
| SB:WFD | Skill Booster: Working With Facts and Details, Modern Curriculum Press |
| SB:IC | Skill Booster: Increasing Comprehension, Modern Curriculum Press |
| NP-GTSM5 | Number Power Graphs, Tables, Schedules, and Maps 5, Contemporary Book Co. |
| RC | Reading for Concepts, McGraw-Hill Book Co. |
| BBSR | Building Basic Skills in Reading, Contemporary Book Co. |
| FPP | From Pictures to Passages, Contemporary Book Co. |
| SSS | Specific Skill Series, Barnell Loft, Ltd. |
| SSS-WWS | Specific Skill Series - Working With Sounds, Barnell Loft, Ltd. |
| SSS-FD | Specific Skill Series - Following Directions, Barnell Loft, Ltd. |
| SSS-UC | Specific Skill Series - Using the Context, Barnell Loft, Ltd. |
| SSS-GF | Specific Skill Series - Getting the Facts, Barnell Loft, Ltd. |
| SSS-GMI | Specific Skill Series - Getting the Main Idea, Barnell Loft, Ltd. |
| SSS-DC | Specific Skill Series - Drawing Conclusions, Barnell Loft, Ltd. |
| SSS-DS | Specific Skill Series - Detecting the Sequence, Barnell Loft, Ltd. |
| SFAR:C | Scott, Foresman Adult Reading: Comprehension, Scott, Foresman and Co. |

DKCC — Developing Key Concepts in Comprehension, Barnell Loft, Ltd.

CARS:R — Context Area Reading Skills: Reference, FDL/McGraw-Hill Book Co.

RP — Reading for Progress, Cambridge Book Co.

RR — Reading for Results, Cambridge Book Co.

RL — Reading for Life, Cambridge Book Co.

DS — Dr. Spello, McGraw-Hill Book Co.

LRW — Living in the Reader's World, Cambridge Book Co.

CSS — Comprehension Skill Series, Jamestown Publishers

SVAR(1100-2800) — Steck-Vaughn Adult Reading: A Sequential Program, Steck-Vaughn Co.

PW — Phonics Workbook, Modern Curriculum Press

RC — Reading for Competence, Cambridge Book Co.

RI — Reading for Improvement, Cambridge Book Co.

# UNIT I

# I. WORD ANALYSIS

## I.A. Consonant blends and digraphs

A blend is two or more consonants whose separate sounds blend together to make one sound.

Consonant blends in this lesson are: **bl, tw, sw, sm, sn, sc, scr, str, spr, spl, thr,** and **squ.**

A digraph is two consonants together which make a new sound.

The consonant digraphs taught in this lesson are: **qu, nk, ng,** and **ck.**

TEACHING SUGGESTIONS:

1. It is important for students to hear the sound of each blend and digraph. Say each word in the lists carefully. Ask student to read the words under each blend and digraph. Student will have the most difficulty hearing the ending digraph sounds. Spend plenty of time on them.

2. Ask students to think of more words to add to the lists of blends and digraphs. Write these words on the board.

3. Randomly point to the above words on the board and ask student to read them. Ask student to use the word in a sentence.

ANSWERS:

1. bl or sn
2. tw
3. sn
4. bl or sw
5. bl or sm
6. sm
7. sc
8. sw or sm
9. bl
10. tw
11. sm
12. bl

1. split
2. squirrel
3. threatened
4. throat
5. squint
6. scratch
7. strawberries
8. spruce
9. spring
10. screech
11. squash
12. sprang

1. hung
2. pack
3. quail
4. skunk
5. trick
6. quart
7. wing
8. drink

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. C, pp. 14-17
RP, pp. 20, 56, 5, 8, 11, 17, 49, 53, 89
PW Bk. D, PP. 21-58

I.B. Vowel digraphs and diphthongs

A vowel digraph is two vowels together, but only one vowel sound is heard.

The vowels **oo** have two different sounds:

the short o͝o as in b**oo**k
the long o͞o as in m**oo**n

The vowels **ui** have two different sounds:

the short ĭ as in b**ui**lt
the long ū as in fr**ui**t

The vowel combinations **ea, ey,** and **ei** have a long **a** sound as in the words **great, prey,** and **neighbor.** The letters **aw** have a short **o** sound as in the word **saw.**

A vowel diphthong is two vowels together, each of which contributes to the sound that is heard.

The diphthongs **oi** and **oy** have the sound you hear in **boy.** The diphthongs **ou** and **ow** have the sound you hear in the word **town.**

TEACHING SUGGESTIONS:

1. It is important that the student hears the sound that each digraph and diphthong makes. Words should be pronounced carefully out loud. Ask student to read words in each list out loud until she is able to hear the differences.

2. Write sentences using words from the lesson on the board. Ask students to read the sentences and underline the words with the digraphs and diphthongs.

   Ex: The moose stood at the end of the woods.
   We ate a quick breakfast of fruit, biscuits, and juice.
   They saw a great freight at daybreak.

ANSWERS:

1. wool
2. loom
3. hoof
4. pool
5. boots
6. shoot
7. stood
8. smooth

I.B. Vowel digraphs and diphthongs (cont.)

| | | | | | |
|---|---|---|---|---|---|
| 1. | bruise | ū | 7. | guilt | ĭ |
| 2. | juicy | ū | 8. | suit | ū |
| 3. | guitar | ĭ | 9. | juice | ū |
| 4. | biscuits | ĭ | 10. | quick | ĭ |
| 5. | rebuild | ĭ | 11. | guilty | ĭ |
| 6. | fruit | ū | 12. | built | ĭ |

1. break
2. vein
3. steaks
4. obey
5. weighs
6. prey
7. great
8. freight

1. dawn
2. shawl
3. claws
4. hawk

1. Roy, trout
2. noise, howl
3. join, council
4. ground, moist
5. enjoy, mountain
6. brown, destroy
7. count, employed
8. showers, joy

SUPPLEMENTAL MATERIALS:

SSS-WWS Bk. C, pp. 22, 23
SSS-WWS Bk. D, pp. 10-11
RR, pp. 33, 56, 57, 72, 86, 87, 88, 105, 107, 122
PW Bk. D, pp. 89-112

I.C. Root words and word endings

The **root** is the base part of a word. The endings **s, ed,** and **ing** can be added to a root word.

When adding an ending to a root word, you must note these special spelling considerations.

1. To add **ed** or **ing** to root words ending in a silent **e** (~~e~~), drop the ~~e~~ before adding the ending.

   hike + ed = hiked
   hike + ing = hiking

2. To add **ed** or **ing** to root words which end in a short vowel followed by a single consonant, double the final consonant before adding the ending.

   stop + ed = stopped
   stop + ing = stopping

3. If a root word ends in a consonant followed by **y**, change the **y** to **i** before adding **ed** or **es** but not when adding **ing.**

   cry + es = cries
   cry + ed = cried
   cry + ing = crying

TEACHING SUGGESTIONS:

1. Give several examples for each of the spelling changes for adding **s, ed,** or **ing** endings. Choose words from each category and write them on the board. Ask student to add the word endings using the spelling changes when necessary.

2. Word endings are difficult for many students to hear. Pronounce the words from the lists of words ending in **ed** very carefully until student can hear the ending sound. Ask student to read words from the word lists out loud. Listen to his pronunciation of the words.

I.C. Root words and word endings (cont.)

ANSWERS:

1. picks, picked, picking
2. cooks, cooked, cooking
3. cleans, cleaned, cleaning
4. helps, helped, helping
5. learns, learned, learning
6. chews, chewed, chewing
7. tracks, tracked, tracking
8. pulls, pulled, pulling

1. wash
2. pick
3. burn
4. cook
5. help
6. open
7. chew
8. hunt

1. hikes, hiked, hiking
2. trades, traded, trading
3. dances, danced, dancing
4. raises, raised, raising
5. invites, invited, inviting
6. lives, lived, living
7. rakes, raked, raking
8. blames, blamed, blaming

1. fits, fitted, fitting
2. clips, clipped, clipping
3. slips, slipped, slipping
4. snaps, snapped, snapping
5. steps, stepped, stepping
6. chops, chopped, chopping
7. grips, gripped, gripping
8. flaps, flapped, flapping

1. hurries, hurried, hurrying
2. tries, tried, trying
3. copies, copied, copying
4. carries, carried, carrying

1. prays, prayed, praying
2. delays, delayed, delaying
3. enjoys, enjoyed, enjoying
4. obeys, obeyed, obeying

I.C. Root words and word endings (cont.)

1. ed
2. d
3. t
4. ed
5. t
6. d
7. t
8. ed

How the Pueblos cleaned wool.

1. shear
2. clean
3. chop
4. use
5. card
6. card
7. mean
8. comb
9. use
10. stud
11. hold
12. put
13. move
14. draw
15. go
16. curl
17. card
18. handle
19. weave
20. wash

SUPPLEMENTAL MATERIALS:

RR, pp. 9, 89, 11, 10, 110
RP, pp. 43, 18, 32, 46
SVAR Bk. 2100
PW Bk. D, pp. 59, 60

I.D. Prefixes and suffixes

A **prefix** is a word part that is added to the front of a root word. A prefix changes the meaning of a word.

A **suffix** is a word part that is added to the end of a root word. A suffix also changes the meaning of a word.

TEACHING SUGGESTIONS:

1. Explain to student how prefixes change the meaning of words. Discuss the prefixes in the student's text at the beginning of the lesson.

2. From the list of words given in the student's text, ask student to identify the root word and then explain how the prefix changes the meaning of the word.

3. Ask student to identify the root words when given words with prefixes and suffixes.

4. Have students find words with prefixes and suffixes in newspaper and magazine articles and underline the prefix or suffix.

ANSWERS:

| | | | |
|---|---|---|---|
| mistake | unlikely | disturb | uncover |
| discharge | misfire | improve | impact |
| unskilled | predict | misspelled | unload |
| prepare | impure | imprison | misdeal |
| prefix | discover | unsettled | dismiss |

1. impure
2. misspelled
3. misfire
4. dishonest
5. predict
6. uneven
7. discover or uncover
8. unsettled

1. b
2. g
3. h
4. c
5. a
6. d
7. f
8. e

1. b
2. a
3. c
4. a
5. a
6. b

I.D. Prefixes and suffixes (con't)

1. creative
2. lovable
3. sensible
4. relative
5. usable
6. defensible

1. sensible
2. education
3. misdeal
4. untie
5. lovable
6. disagree
7. management
8. disease
9. prevent
10. impose
11. native
12. equipment
13. argument
14. breakable
15. nation
16. imprison
17. disturb
18. creative
19. pretend
20. unknown
21. visible
22. unload
23. collection
24. misplace

SUPPLEMENTAL MATERIALS:

BBSR Bk. 1, pp. 129-134
SSS-WWS Bk. C, pp. 48-50
RR, pp. 29, 90, 110
DS, pp. 64-71
SVAR Bk. 2100
PW Bk. D, pp. 59-72, 131-146

I.E. Review contractions with not

In a contraction with the word not, the apostrophe stands in place of the letter o in not.

is not = isn't
have not = haven't

A special contraction is made from the words will not.

will + not = won't

TEACHING SUGGESTIONS:

1. List many contractions on the board. Ask student to write the two words the contraction stands for.

2. Bring in short story or article with contractions. Ask student to circle all the contractions in the story/article.

ANSWERS:

1. haven't
2. don't
3. wouldn't
4. hadn't
5. can't
6. shouldn't
7. wasn't
8. didn't

1. weren't
2. wouldn't
3. didn't
4. wouldn't
5. wasn't
6. didn't
7. shouldn't
8. couldn't

SUPPLEMENTAL MATERIALS:

I.F. Contractions (other than with not)

A contraction is a short way of writing two words. An apostrophe (') is used in place of the letter(s) left out.

TEACHING SUGGESTIONS:

1. Review contractions using **am, is, has, have, will,** and **us.** Point out the letter(s) the apostrophe stands for. Use the examples in the student text.

2. Write several different contractions on the board. Have student give the two words for the contraction.

3. Reverse the above by supplying the two words and having student form the contraction.

4. Explain how some three-word combinations can be made into contractions: **he is not** can be

   **he isn't** or
   **he's not**

   Supply several three-word combinations. Have student write the two ways the contraction can be formed.

ANSWERS:

1. They will
2. we are
3. you have
4. you will

1. let's, let us
2. you'll, you will
3. Who's, who is
4. he's, he has

1. I'm
2. I'm
3. I'll
4. They're
5. What's
6. I'm

5. I have
6. let us
7. he is, he has
8. who is

5. he'll, he will
6. it'll, it will
7. we've, we have
8. I've, I have

7. It's
8. I'm
9. They're
10. They'll
11. I'll
12. They're

I.F. Contractions (other than with not) (cont.)

1. You're not
   You aren't
2. we're not
   we aren't
3. it's not
   it isn't
4. She's not
   She isn't

SUPPLEMENTAL MATERIALS:

SFAR:C Level C
LE-Red Bk., p. 65
LE-Blue Bk., p. 55, 56
RR, p. 68
PW Bk. D, pp. 124-126

I.G. Alphabetizing to three letters

Alphabetizing means putting in the same order as the alphabet. Students should understand that knowing how to alphabetize is helpful when using the telephone book, dictionary, encyclopedia, etc.

TEACHING SUGGESTIONS:

1. Give student a local telephone book. Have student look up the phone number for a list of local agencies, stores, etc.

2. Give student a list of words in alphabetical order. Ask student to find a particular word on the list and to write the words that come before and after that word.

3. Give student short lists of four or five words to arrange in alphabetical order.

ANSWERS:

1. Papagos
2. popular
3. pottery
4. produce

5. bags
6. baskets
7. beaded
8. becoming
9. being
10. belts
11. besides
12. buckskins

1. Dallas Trading Post
2. Dan's Plumming
3. Dave's Auto Shop
4. Day Care Center

SUPPLEMENTAL MATERIALS:

CARSR Level D, pp. 1-4
LE-Red Bk., pp. 14-17
LE-Blue Bk., pp. 17-21
RP, pp. 30, 31
RR, p. 80

UNIT I POST-TEST: WORD ANALYSIS

1. qu
2. sm
3. sp
4. nk
5. bl
6. soil
7. obey
8. stood
9. pool
10. claws
11. fruits
12. build
13. break
14. dances, danced, dancing
15. chops, chopped, chopping
16. tries, tried, trying
17. prays, prayed, praying
18. helps, helped, helping
19. mis
20. ive
21. pre
22. dis
23. able
24. ment
25. un
26. im
27. ment
28. wasn't
29. weren't
30. I'm
31. you've
32. she'll
33. it's
34. prance
35. predict
36. price
37. provide

# UNIT II

## II. VOCABULARY

### II.A. Sight word vocabulary

Sight words are words that usually do not follow any phonetic rules. They must be memorized by the student and recognized on sight.

TEACHING SUGGESTIONS:

1. Have student write each word from the list in the student text on an index card or slip of paper. Use these as "flash cards." Students can work in pairs using the flash cards.

2. Write several rows of sight words from this lesson in a random order on the board. Point to different words and ask student to read as you point. Have student use the word in a sentence.

3. Write several sentences on the board. Leave out one of the sight words. Ask student to supply the missing word choosing from the list in this lesson.

4. Point out words that look similar: inspection, instruction, and weather, whether. Have student use these words in sentences.

ANSWERS:

1. dwelling
2. culture
3. fragile
4. maize
5. tobacco
6. ruins
7. weather
8. enemy

1-4: accept any good sentence

1. caution
2. chanter
3. instructions
4. poisonous
5. junction
6. inhabit
7. ritual
8. mechanic

1. diet
2. fiesta
3. employee
4. sacred
5. President
6. visible
7. pedestrian
8. ancestors

SUPPLEMENTAL MATERIALS:

II.B. Compound words

A compound word is two separate words joined together to make a new word. Each of the two words is a complete word by itself.

Ex: sweathouse
doorway
watertight
roadrunner

TEACHING SUGGESTIONS:

1. Make two lists of words that can be joined to make compound words. Ask student to make as many compound words as possible using these words.

| Ex: | | |
|---|---|---|
| | sand | fly |
| | sage | brush |
| | grand | lodge |
| | tea | house |
| | horse | snake |
| | rattle | spoon |
| | sweat | fly |
| | paint | mother |
| | butter | stone |
| | house | child |

2. Ask students to supply as many compound words as they can think of. Write them on the board. Ask individuals to explain the meaning of each separate word in the compound word and the meaning of the two together.

ANSWERS:

1. smoke, house
2. tree, top
3. sun, shine
4. earth, worm
5. fire, fly
6. sun, flower
7. chair, man
8. foot, print
9. table, spoon
10. black, bird
11. butter, fly
12. wild, life

1. mockingbird, hillside
2. sandpainting, grandfather
3. runaway, policeman
4. headdress, beadwork

II.B. Compound words (cont.)

1. undercharge
2. underwater
3. underbrush
4. undershirt
5. underbrush
6. undershirt
7. undercharge
8. underwater

1. *thunderbolt
2. sweathouse
3. driftwood
4. roadrunner
5. watermelon
6. riverbottom
7. overhang
8. silversmith

ACROSS

1. grandmother
6. cornfields
7. sunshine
8. upon
9. paintbrush
10. starlight
11. into

DOWN

1. grasshopper
2. anyone
3. mockingbird
4. rainbow
5. bedroom

SUPPLEMENTAL MATERIALS:

BBSR Bk. 1, pp. 135-139, 140-143
SSS-WWS Bk. C, pp. 26, 27, 28
SFAR:C Level C
RR, p. 110

## II.C. Using context clues

Context clues are used to determine the meaning of an unknown word. By using the other words in a sentence or passage, the student can identify the meaning of an unfamiliar word. To know the correct use of a word with multiple meanings, the student must use the word in context.

TEACHING SUGGESTIONS:

1. Give examples of words with multiple meanings. Ask student to explain each meaning of the word.

   Ex: bear

   The old roof couldn't bear the weight of the snow.
   The orange tree did not bear fruit.
   A brown bear fished the creek.

   Also; band, bar, even, feel, play, wave, bank

2. Write several sentences with an unfamiliar word in each. Have student select the correct meaning from a group of words.

   Ex: The rainy weather persisted for five days.

   ended lasted prepared

3. Bring in a short story with key words left out. Ask students to supply missing words.

ANSWERS:

1. c
2. d
3. b
4. a

1. b
2. d
3. b
4. a

5. c
6. b
7. d
8. a

SUPPLEMENTAL MATERIALS:

SBBWP C, pp. 33-34, 37-40
RC Bk. C
BBSR Bk. 1, pp. 123, 124
SSS-UC Bk. C
SFAR:C Level C
LRW Bk. 2, Bk. 3
SVAR Bk. 2200

II.D. Synonyms and antonyms

Synonyms are words that mean the same or almost the same.

| | |
|---|---|
| big | large |
| smile | grin |
| little | small |

Antonyms are words that mean the opposite.

| | |
|---|---|
| hot | cold |
| up | down |
| black | white |

TEACHING SUGGESTIONS:

1. Ask students to list as many pairs of synonyms or antonyms as they can think of. Write them on the board. Have students use the words in sentences.

2. Write several sentences on the board, each of which has a word underlined. Ask students to supply a synonym and an antonym for the word underlined. Discuss how the new word changes the meaning of the sentence.

3. Write two words on the board. Ask if they are synonyms or antonyms. If they are synonyms, ask student to supply an antonym. If antonyms, have student supply synonyms.

4. Use sentences that have the word not in front of a word. Have student give the synonym.

   Ex: She's not happy. Answer: She's sad.
   It's not hot. Answer: It's cold
   We're not close. Answer: We're far.

5. Cut out pictures (or draw them) of the adjectives that are used as synonyms and antonyms. Flash the cards and ask student to supply a synonym, then an antonym.

   Ex: happy - glad - sad
   ill - sick - well

II.D. Synonyms and antonyms (cont.)

ANSWERS:

1. buck, woods
2. holy, rites
3. sunrise, maize
4. trip, path

1. c
2. a
3. d
4. b

1. fast
2. defend
3. expensive
4. weak
5. awake
6. old
7. wise
8. real
9. friend
10. brave
11. dull
12. slowly

1. summer
2. slow
3. child
4. full
5. dirty
6. rough
7. dull
8. straight

1. S
2. A
3. S
4. A
5. S
6. S
7. A
8. S
9. A
10. S
11. A
12. A
13. S
14. A
15. A
16. A

SUPPLEMENTAL MATERIALS:

SBBWP C, pp. 24-27
RC-Bk. C
BBSR Bk. 1, pp. 125, 126
LE (SB), pp. 52-53
RL, pp. 13, 42, 68, 69
RR, pp. 35, 63, 121
SVAR Bk. 2100
PW Bk. D, PP. 149-153

## UNIT II POST-TEST: VOCABULARY

| | | |
|---|---|---|
| 1. | rain | bow |
| 2. | earth | worm |
| 3. | sun | shine |
| 4. | chair | man |
| 5. | foot | print |
| 6. | under | line |
| 7. | b | |
| 8. | c | |
| 9. | maize | |
| 10. | path | |
| 11. | ceremony | |
| 12. | afraid | |
| 13. | fast | |
| 14. | night | |
| 15. | black | |
| 16. | new | |
| 17. | enemy | |
| 18. | sweet | |

# UNIT III

## III. COMPREHENSION

### III.A. Following directions

Following directions means being able to read or listen to instructions and to carry them out as directed. Following the correct order is also important.

TEACHING SUGGESTIONS:

1. Ask student to describe how to build/make something. Write the directions on the board. Student should be encouraged to give the directions clearly so other students can follow them.

2. Choose a set of directions from the above activity. If students are able, ask them to bring in the materials to build or prepare the activity during class time. (Ex. For a recipe, each student may volunteer to bring in one ingredient.) Ask each student to carry out one step of the directions. The final product can be shared by the class.

3. Draw a map of your community. Label the main routes, sites, buildings, etc. Give students a list of directions to follow. Give a starting place, have them go down certain streets, past certain buildings, etc. Student should be able to come up with the final destination. Have students take turns giving directions.

ANSWERS:

| | | | | | |
|---|---|---|---|---|---|
| 1. | one day | 7. | a | 1. | c |
| 2. | east | 8. | c | 2. | a |
| 3. | Pile up the firewood and rocks, to heat the rocks | 9. | b | 3. | c |
| | | | | 4. | a |
| 4. | one foot deep | 10. | a | | |
| 5. | round, in a circle | 11. | b | | |
| 6. | b | 12. | a | | |

---

1. very brown, with cracked skin
2. 15 minutes
3. over an open flame
4. the skins

SUPPLEMENTAL MATERIALS:

SSS-FD Bk. C
RL, p. 74
LRW Bk. 2
SVAR Bk. 2800

III.B. Sequencing in narration

Sequencing refers to the order of events in a story or directions. Events may occur in order by time or by steps to achieve a desired outcome.

TEACHING SUGGESTIONS:

1. Discuss the sequence of development of a human, plant, or animal.

   Ex: infant, toddler, teenager, adult
   seed, seedling (sprout), mature plant
   flower, seed

   Ask students to suggest other examples (education, sports, hunting, building, crafts, natural events, etc.).

2. Discuss how the outcome may be affected by changing the order of events for any of the above suggestions.

3. Read a short paragraph which contains a sequence of events. Ask, "What happened first?" "What happened next?", etc.

4. Write each sentence from a short paragraph on a slip of paper. Put the scrambled slips of paper in an envelope. Ask student to arrange sentences in the correct sequence.

ANSWERS:

HOW THE BASKETMAKERS MADE STRING

1. b
2. a
3. a
4. c

SHINNY

1. b
2. c
3. a
4. b

III.B. Sequencing in narration (cont.)

HOW THE TIWAS MADE ARROWS

1. 5
2. 3
3. 1
4. 4
5. 2
6. 6

7. 3
8. 1
9. 4
10. 6
11. 5
12. 2

SUPPLEMENTAL MATERIALS:

SBIC-D, pp. 10, 11, 26, 33
BBS Bk. 1. pp. 76-88
SSS-DS Bk. C
SFAR:C Level C
RL, pp. 28, 55, 74
RP, p. 45
RR, pp. 76, 125
LRW, Bk. 2
SVAR Bk. 2500

## III.C. Identifying the main idea

The main idea of a passage or paragraph is what it is all about. Without a main idea, there is no purpose for writing the passage. The main idea is usually stated in the topic sentence of a paragraph. The topic is often found in the first sentence of a paragraph, but it could also be stated in the middle or at the end of the paragraph. The other sentences in the paragraph tell you more about the main idea.

TEACHING SUGGESTIONS:

1. Bring in several short paragraphs. Ask student to underline the main idea in each.

2. Ask student to write a title for each of the above paragraphs.

ANSWERS:

1. c
2. c
3. b
4. corn, seeds, medicines
5. a
6. to make the work seem easier, and go faster
7. a
8. accept any good title such as "Grinding Stones"

1. c
2. a
3. d
4. The Crow, Roadrunner, and Dog
5. b
6. c
7. Because there is fire in the sticks and rocks.
8. d

SUPPLEMENTAL MATERIALS:

SBIC D, pp. 5, 6, 12, 21, 28, 29, 38, 42, 43, 46
RC Bk. C
BBSR Bk. 1, pp. 17, 24
SSS-MI Bk. C
SFAR:C Level C
RR, pp. 54, 55, 103
LRW Bk. 3
SVAR Bk. 2300

III.D. Recognizing supporting details

Supporting details are those specific bits of information that often tell when, where, what size or shape, what color, how many, etc. Supporting details tell you more about the main idea.

TEACHING SUGGESTIONS:

1. Bring in several different articles or objects that can be described by the students. Write a list of details on the board: What color? How big? What shape? How many?, etc. Use clothing, jewelry, pottery, paintings, etc.

2. Bring in several descriptive paragraphs. Have student underline the supporting details.

3. Using a newspaper article, ask student to identify the supporting details in each paragraph.

4. Bring in magazine and newspaper advertisements. Ask student to write down details such as price, hours open, items sold, services, etc.

ANSWERS:

1. sandals and baskets
2. the fruit
3. needles
4. the roots

1. the Anasazi
2. the Chaco River valley
3. 1,200
4. about 30
5. 900 to 1100 A.D.
6. in the 12th Century
7. Apache scouts
8. 1886
9. 28
10. 1914
11. Florida, Alabama, and Oklahoma
12. c.

SUPPLEMENTAL MATERIALS:

SDWFD D (whole bk.)
SBIC D, pp. 7, 8, 9, 24, 28, 29, 38, 39, 41, 42, 43, 45
RD Bk. C
BBSR Bk. 1, pp. 34-55
SSS-GF Bk. C
SFAR:C Level C
RP, pp. 77, 97, 109
BR, pp. 5, 13, 37, 77, 99, 122
LRW Bk. 2, Bk. 3

III.E. Drawing conclusions

Drawing a conclusion means making a decision based on the facts and information given in the passage.

TEACHING SUGGESTIONS:

1. Read a story and omit the outcome. Ask students to think of several logical endings.

2. Read a story to students. Ask students questions, such as "What kind of person is he/she?" "How did she feel?" "What kind of day is it?"

3. Discuss how various points of interest in your area were given the names they have today. What conclusions can students make on how the names came to be.

   Ex: Bear Canyon Lake
   Eagle Point
   Willow Springs
   Grand Canyon

ANSWERS:

1. b
2. c
3. yes
4. Because they were listening while they were working.

1. d
2. a
3. a
4. c
5. a
6. b
7. b
8. a

SUPPLEMENTAL MATERIALS:

SBIC-D, pp. 15, 19, 20, 25, 27, 30, 32, 44
RC Bk. C
BBSR Bk. 1, pp. 151-168
SSS-DC Bk. C
SFAR:C Level C
RP, p. 21
RR, pp. 16, 40, 131, 132
LRW Bk. 3
SVAR Bk. 2400

III.F. Identifying cause and effect

Cause and effect refers to the relationship between what happened (the effect) and what made or caused it to happen (the cause).

| Ex: | cause | effect |
|---|---|---|
| | heavy rain | flood |
| | poison | sickness/death |
| | smoking | cancer |
| | nutrition | health |
| | wind | sandstorm |

TEACHING SUGGESTIONS:

1. Bring in examples of cause and effect relationships from tribal myths, legends, ceremonies, etc. that are used to explain how things came to be the way they are. Ask students to identify the cause and effect relationship.

2. Bring in pictures from newspapers, magazines, etc., that depict something that has happened (a flood, fire, accident, etc.). Ask students to discuss several causes for the scene in the picture.

3. Use simple science experiments to show cause and effect relationships.

   Ex: heat causes evaporation of water
   cold turns rain to snow
   lack of oxygen causes a fire to go out
   electricity can run a motor

ANSWERS:

1. When he stepped on the blade of the hoe
2. Because of the attacks from the Spanish
3. The priest and priestess must be selected with care.
4. Big John lost his hat.

1. b
2. a
3. a great flood
4. The earth split open

SUPPLEMENTAL MATERIALS:

SBIC-D, pp. 13, 22, 31
RD Bk. C
BBSR Bk. 1, pp. 91-93
SFAR:C Level C
DKCC Bk. E, pp. 84-89
RR, p. 127

## UNIT III POST-TEST: COMPREHENSION

1. b
2. c
3. b
4. a
5. b
6. b
7. a
8. c
9. c
10. b

# UNIT IV

IV.A. Use of dictionary

The dictionary can be a very useful tool for learning. Students should be able to use the dictionary for the following purposes: spelling, pronunciation, meaning, and forms of a word.

TEACHING SUGGESTIONS:

1. Give students a word to look up in the dictionary. Ask how many meanings are listed for that word.

2. Ask different students to read the first (or second, or third, etc.) meaning for the word given above, and then use the word in a sentence using that meaning.

3. Give students a list of words to look up in the dictionary. Have them write the guide words for each word on the list.

ANSWERS:

1. (1)
2. (3)
3. (1)
4. (1)

5. crack
6. -s
7. -s, ed, ing
8. blow

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. | | 5. | X | 9. | X | 13. | X |
| 2. | X | 6. | | 10. | X | 14. | X |
| 3. | | 7. | X | 11. | | 15. | |
| 4. | X | 8. | | 12. | | 16. | X |

| | | | | | |
|---|---|---|---|---|---|
| 1. | arrowhead | 1. | meadow | 1. | barn |
| 2. | arrive | 2. | measles | 2. | bark |
| 3. | art | 3. | maze | 3. | barrel |
| 4. | arrow | 4. | meal | 4. | barley |

SUPPLEMENTAL MATERIALS:

CARSR Level D, pp. 17-24
CARSR Level C, pp. 25-28
RP, pp. 27, 28, 29
SVAR Bk. 2600

IV.B. Reference skills

A reference is a source of information. A table of contents, the index, and the glossary are all sources of information which students should learn to use correctly.

A table of contents is a list of the units, lessons, or chapters in a book.

An index is an alphabetical list of the contents of a book.

A glossary is a list of special words used in a book.

TEACHING SUGGESTIONS:

1. Using various student texts, have students locate the table of contents and/or the index. Ask, "Which page does _____ begin on?" Ask for stories, units, chapters, etc.

2. Using a table of contents ask, "What begins on page _____?"

3. Using a glossary, ask students to look up and write the meaning of several words listed in the glossary.

ANSWERS:

1. 2
2. 57
3. 6
4. "Taos by the Buffalo Country"
5. 5
6. "The Warriors of Keres"
7. Yes
8. 25

1. 40, 156
2. yes, 170
3. 33, 35
4. 8 pages

1. result, something brought about by a cause
2. something known with certainty; something that can be/has been proven to be true
3. express
4. cause

SUPPLEMENTAL MATERIALS:

CARSR Level D, pp. 25-29
CARSR Level C, pp. 5-8, 29-32, 37
RR, pp. 84, 85
SVAR Bk. 2600

UNIT IV POST-TEST: STUDY SKILLS

1. 97
2. Toss and Catch
3. 14

4. gold
5. gone
6. golf
7. going

8. 18, 19, 20
9. 29, 30
10. bow and arrows
11. shields
12. spears
13. war clubs